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FRIDAY, DECEMBER 30, 1898.

REFORM IN MEDICAL EDUCATION.*

CONTENTS:

<i>Reform in Medical Education:</i> PROFESSOR H. P. BOWDITCH.....	921
<i>On the Increasing Importance of Inorganic Chemistry:</i> PROFESSOR HARRY C. JONES.....	927
<i>The Tailless Batrachians of Europe:</i> DR. THEO. GILL.....	932
<i>Skeleton Leaves:</i> ALBERT F. WOODS.....	938
<i>Problems of Physiography concerning Salinity and Temperature of the Pacific Ocean:</i> A. LINDEN-KOHL.....	941
<i>The Storing of Pamphlets:</i> PROFESSOR CHARLES S. MINOT.....	944
<i>Notes on Inorganic Chemistry:</i> J. L. H.....	945
<i>Current Notes on Meteorology:—</i>	
<i>Upsala Cloud Observations; Recent Anemometer Studies; San Francisco Rainfall; Frequency of Rainy Days in the British Isles:</i> R. DEC. WARD.....	947
<i>Current Notes on Anthropology:—</i>	
<i>Man and the Monkey; The Native Tribes of Costa Rica; The Chronology of Archaeology; Ethnography of German East Africa:</i> PROFESSOR D. G. BRINTON.....	948
<i>Scientific Notes and News.....</i>	949
<i>University and Educational News.....</i>	952
<i>Discussion and Correspondence:—</i>	
<i>The Origin of Mammals:</i> PROFESSOR O. C. MARSH.	
<i>Zoological Bibliography:</i> DR. W. H. DALL.	
<i>Lehman and Hansen 'on the Telepathic Problem':</i> PROFESSOR WILLIAM JAMES.....	953
<i>Scientific Literature:—</i>	
<i>Jordan's Footnotes to Evolution:</i> PROFESSOR A. S. PACKARD.	
<i>Geikie on Earth Sculpture:</i> PROFESSOR JOHN C. BRANNER.	
<i>Story's Photography:</i> E. L.....	956
<i>Scientific Journals.....</i>	959
<i>Societies and Academies:—</i>	
<i>The Philosophical Society of Washington:</i> E. D. PRESTON.	
<i>Boston Society of Natural History:</i> SAMUEL HENSHAW.	
<i>Section of Astronomy and Physics of the New York Academy of Sciences:</i> R. GORDON.....	959
<i>New Books.....</i>	960

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THE choice of a physiologist as the presiding officer of the Society of American Naturalists might, perhaps, have justified me in selecting some of the problems connected with experimental physiology as the subject of my remarks this evening, but, as questions of this sort are wont to awaken but a languid interest except among those who are themselves engaged in physiological research, I have thought it better to allow my choice of a subject to be guided by the fact that we are nearly all of us actively engaged in *teaching* as well as in *studying* our sciences, and to address you this evening upon some topic connected with education.

My own experience of 27 years as a professor of physiology and of 10 years as Dean of the Harvard Medical Faculty naturally inclines me to discourse upon the subject of medical education and, since the great profession of medicine demands from its practitioners a certain familiarity with the fundamental truths of all the natural sciences, it can surely not be inappropriate to ask the representatives of those sciences to consider with me how far the progress of medicine and of the allied sciences has made it desirable to revise our methods of imparting medical instruction.

*Address of the President, delivered before the American Society of Naturalists at the New York meeting, December, 1898.